

## 2022 – 23 & 2023 - 24 General Education Executive Summary

**Department:** History . . . **Date:** 6/7/2023

**Members involved with analysis of artifacts:** John Hink, Matt Phillips, Jamie Hink

**See General Education Assessment Plan for:**

a) Learning Outcome; b) Background; c) Question(s); d) Methodology

**Analysis of artifacts:**

1). **PERFORMANCE CRITERIA** \* - *How was data analyzed? (attach rubrics/scoring tools if used).*

Rubric

**Summary of RESULTS\*:**

1). *Restate the assessment question(s) (from the Assessment plan):*

Can students critically assess the relative strengths and weaknesses of the work [Book Review]? Can students use evidence from the work to support their own arguments regarding its merits.

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.*

Overall, we are pleased by what the data has reveals. Out of 58 total students, 40 earned 8 points or more on the 12 point scale. According to our rubric, this would indicate that students are generally performing at least in the "good" range or higher, although our measuring tool did not allow us to investigate whether they earned a "good" in each specific category. Our evidence thus indicates a solid performance by our students across sections.

Class	Total Students	8 or Better
DC1	20	14
DC2	7	7
CUNE	10	3
DC3	3	2
DC4	12	10
DC5	1	1
DC6	5	3
Total	58	40

3). **INTERPRETATION** \* - *Discuss how the results answer the assessment question(s).*

According to the chart, 40 out of 58 students earned at least eight out of 12 points on the rubric (69%), which would indicate scores in the "Good" or "Excellent" category. This number is respectable, but short of our goal of the 80% we would like to see and short of the 90% we saw two years ago. Anecdotally, there is regular chatter in the academy about struggles with student writing. This data suggests that is true. Further inspection of the data, does point to specific areas that students need remediation. More than half of all students (53%) were in the "Excellent" category on the rubric, which measures the clarity and polish of the review. However, only 24% of students were in the excellent range for "Analysis" and "Conclusions," two areas of great importance in analytical writing.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* The schools and instructors participating in our dual credit classes have changed some in recent years. That, and the fact that the students measured from the CUNE on-campus section revealed fewer students earning 8 or better suggests there may need to be revision of the assignment description and the rubric in order to ensure expectations and scoring are commensurate across all sections.

**Sharing of Results:** *When were results shared? Date:* 6/7/2023

*How were the results shared? (i.e. met as a department)* Shared electronically and in person

*Who were results shared with? (List names):* Matt Phillips, Jamie Hink

**Discussion of Results –Summarize your conclusions including:**

1. **ACTION** \*- *How will what the department learned from the assessment impact:*

a. *Teaching:* Instructors will spend more time with students discussing historical analysis and the writing of conclusions.

b. *Assignment/course*: This assignment will be reviewed this year as part of a larger course overhaul.

c. *Program*: Click or tap here to enter text.

d. *Assessment*: Our rubric needs to be revised

2. **IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?* Click or tap here to enter text.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\* (i.e. an additional staff person, new equipment, additional sections of a course).*  
Click or tap here to enter text.

***If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.***

***What assessment questions related to the learning outcome would the program like to investigate in the future?*** Click or tap here to enter text.

**Submitted by:**John Hink **Assessment Committee Reviewed:** 6/8/23

**Department Chair notified – approval/additional action needed:**Approved

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na